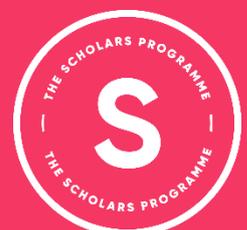


**The
Scholars
Programme**



**University of Warwick
Annual Impact Report**

2019/20



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1. Partnership summary 2019/20

1.1 Introduction

Welcome to your annual impact report, which outlines the collaboration between the University of Warwick and The Brilliant Club over the Autumn and Spring terms in 2019/20. Following the completion of postponed Summer term placements in March/April 2021, you will receive an updated version of this report.

Brilliant Club update

In a normal year, we would be sharing with you all the impact data from three terms of Launch and Graduation trips at the University of Warwick and three terms of placements delivered by the University of Warwick researchers. However, as you know, The Brilliant Club's in person delivery was halted in mid-March due to Covid-19. Since that time, we have worked to move all **Summer term placements** into the 2020-21 academic year, and we will be delivering these between **September 2020 and February 2021**.

This report serves as an **interim report**, giving all the data we have for the year so far and demonstrating the impact of our collaboration. We note throughout this report the limits of the data we are able to provide (e.g. Autumn only, Autumn and Spring, or full year) and we will provide an updated report, including data from the postponed Summer placements, following their completion. For the first time this year, we have measured impact on researcher development via our **Tutor Outcomes Framework** – see chapter 3 of this report.



2019/20 Partnerships: Brilliant Club **partner** schools visiting the University of Warwick at trips, working with a PhD tutor from the University of Warwick or both (purple)

Partnership update

Despite the challenges we have all faced this academic year, developing a formal partnership between the University of Warwick and The Brilliant Club has been a real success. On the two trips that went ahead for the Autumn and Spring terms 92% of pupils attending met at least one of The Brilliant Club's targeting criteria. Their feedback about the impact of the trips was positive, and generally in line with our strong national averages. 92% of pupils said they enjoyed their launch trip, and 78% (a higher number than the national average) said they were excited about the programme after their launch too.

Researchers from the University of Warwick are having an increasing impact on local pupils as recruitment numbers rise. Although this reports on only 1 placement delivered by a University of Warwick researcher, and submission rates are low due to the school closures taking place before the placement had completely finished, we have 7 additional researchers placed for postponed Summer 2019-20 placements and a further 2 already placed for Autumn 2020-21 placements. We look forward to reporting on their impact on pupils in more detail in the next update.

As you will also be aware, The Brilliant Club have worked closely with our partner universities to offer high-quality **alternatives to our usual in-person Launch and Graduation visits**. Chapter 1.5 offers more detail on the contributions made by the University of Warwick to the Graduation experience of our Spring term Scholars Programme pupils, and the updated report will also present information about the resources provided for our postponed Summer term in-school launches, as well as details about the Summer term graduations, whether virtual or in-person. We thank you once again for working with us to offer all our Scholars Programme pupils the opportunity to engage meaningfully with everything the University of Warwick has to offer. We look forward to working with you on on-campus events again very soon.

Looking ahead

The many challenges presented by the Covid-19 pandemic have spurred The Brilliant Club to address an element that did not previously form part of our offer – **digital delivery**. During school closures, we developed a range of [online resources](#) for pupils on University Knowledge, University Skills and Academic Content. We conducted a [rapid review on digital inclusion](#), and explored pedagogical [top tips](#) to equip our tutors for online delivery. Online tutorials were delivered to Scholars Programme pupils in Scotland, Merseyside and Oxfordshire, and online masterclasses delivered at several summer schools in collaboration with partner institutions. This work means that The Brilliant Club can now provide The Scholars Programme online in the 2020-21 academic year, including live virtual tutorials via video-conferencing, allowing us to be responsive to the needs of our schools during this pandemic, but also to reach pupils in more geographically isolated schools in the future.

Overall, following the completion of the postponed placements, we expect to have worked with ~14,000 pupils in the 2019-20 academic year. Thank you for everything you have contributed to this work and we hope you enjoy reading this report.

As ever, if you have any questions about the programme or feedback on this report, please contact me directly at rosa.smith@thebrilliantclub.org.



Rosa Smith

Tutor Engagement and West Area Director

1.2 Journey page



2 PhD tutors deliver in-school tutorials

1 researcher from the University of Warwick delivered **1 Scholars Programme placement**. The in-school tutorials culminated in pupils completing a challenging university-style assignment, which was marked by PhD tutors.

90%

of pupils visiting the University of Warwick for their Graduation Trip in the Autumn term were Brilliant Club target pupils.

1 Launch Trip

238 pupils from **13 schools** attended **1 Launch Trip** at the University of Warwick and had a tour of the campus led by current undergraduates, learned about university life from university staff and took part in the first tutorial with their PhD Tutor.

Draft Feedback

3

pupils working with the University of Warwick PhD tutors made good progress between their baseline and final assignments.

Graduation Event

3

Graduation Event

117 pupils from 11 schools attended Autumn term Graduation Events at the University of Warwick.

12

pupils worked with PhD tutors from the University of Warwick.

Launch Trip

In-school Tutorials

92%

of pupils visiting the University of Warwick for their Launch Trip were Brilliant Club **target pupils**.

It was fun to see and hear about university life. I have learned so much during the programme.

Year 9, Kingsmead High School

1.3 University progression update

Progress with widening participation and fair access requires a [collaborative effort](#) that brings together universities and schools in all parts of the UK. By partnering with The Brilliant Club, the University of Warwick contributes to a national programme that mobilises the PhD community to share its academic expertise with state schools.

From four years of tracking Scholars Programme graduates via **UCAS STROBE** we have learned that:

- Scholars Programme graduates are **significantly more likely to apply, receive offers and progress to highly-selective universities** (for details, see [our website](#)).
- Scholars Programme graduates **apply to highly-selective universities at substantially higher rates** than their peers: **62% of TSP graduates** applied compared to 37% in matched control groups.
- Even when **controlling for GCSE attainment, ethnicity and other factors** TSP graduates that applied to highly-selective universities were significantly more likely to receive offers and progress.
- **Partner universities that hosted trips** for pupils on The Scholars Programme see **application rates that are particularly high: 66% of pupils** that completed The Scholars Programme in Year 12 in 2017/18 went on to apply to at least one of our partner universities. This compares to an expected application rate from STROBE benchmarking analysis of 36%.

Type 3:
Causality

OfS standards of evidence classifies UCAS STROBE as a Type 3 evaluation design

More recently The Brilliant Club has joined the **Higher Education Access Tracker (HEAT)**. We have only tracked one cohort of Scholars Programme graduates via HEAT so far and expect to have more detailed data a year from now. However, based on the first batch of data we could:

- **Confirm numbers that we had received via STROBE:** For the cohort of TSP graduates that started university in 2018/19 we see that the same proportion of students that were marked as 'acceptances' in STROBE are now also enrolled at highly-selective universities according to the HESA data reported by HEAT.
- **Share university-level progression data:** Where sample sizes allow, we are now able to share university-level data of TSP graduates for applications from UCAS STROBE and for progression from HEAT.

For the **2018/19** academic year, we were able to track more than 200 Scholars Programme graduates via UCAS STROBE and HEAT:

- Some **35** of these TSP graduates applied to the University of Warwick for the 2018/19 academic year, according to UCAS STROBE (rounded to the nearest 5).
- Through the HESA track we know that **12** pupils went on to enrol at the University of Warwick in Autumn 2018. Of these pupils, **1** was POLAR4 Q1 or 2 and **10** fulfilled one or more of The Brilliant Club's targeting criteria.

For the **2019/20** academic year, we were able to track about 450 Scholars Programme graduates via UCAS STROBE:

- Some **55** of these TSP graduates from 2017/18 applied to the University of Warwick for the 2019/20 academic year. We will share HEAT data for this cohort in next year's report.

1.4 Researcher mobilisation summary

We have worked closely with the University of Warwick's Doctoral College and Widening Participation departments to disseminate placement opportunities and hold assessment centres for doctoral and postdoctoral researchers on the University of Warwick campus.

2019/20 Recruitment	University of Warwick		Nationally
	Count	%	%
Tutors applied (between January to December 2019)	38	%	n/a
Tutor seen at Assessment Centre (% out of applied)	24	63%	63%
Tutors accepted (% out of seen at Assessment Centre)	13	54%	66%
Tutors placed in Autumn or Spring (% out of accepted)	1	8%	26%
Placements delivered by tutors recruited in 2019/20 (out of all placements delivered by tutors in 2019/20)	1	100%	39%

Tutor background

Every tutor has their motivation for joining The Scholars Programme. Our report '[Come for the mission, stay for the skills](#)' found that a large majority of tutors is equally motivated by the chance to have an impact on pupils and to gain teaching experience. Many tutors are motivated to support fair access because of their own education journey. The following tutor background numbers are based on **7** 2019/20 PhD tutors from the University of Warwick that attended TSP training weekends.



Attended secondary school in UK

57%



No parental history of higher education

29%



Participated in WP activities as pupils

43%

Mobilising the PhD community

Amongst our university partners, on average **3%** of research students applied to take part in The Scholars Programme in 2019/20.

38 researchers from the University of Warwick applied to become PhD tutors in 2019/20, which is about **2.2%** of the total population of the University of Warwick postgraduate research students.

We take university-level data of the number of postgraduate research students from [HESA](#). This includes students in research masters programmes. The above percentages are therefore a conservative estimate for mobilising the PhD community via The Scholars Programme.

1.5 Covid-19 and digital trips

Due to Covid-19, we were unable to host our usual Spring term Graduation Trips at partner universities in 2020. To ensure that our Spring term Scholars were able to have meaningful contact with highly-selective universities at the end of their Scholars Programme experience, and to showcase the fantastic work of our university partners, we invited all our partner universities to contribute materials to a package of **online Graduation resources**.

The additional benefit of this approach is that each partner was able to reach far greater numbers of Scholars Programme pupils than they would at an in-person event, including those from outside their immediate geographical area.

The below table indicates each aspect contributed by the University of Warwick and the numbers of pupils with whom they were shared. These contributions were shared with all our Spring term Scholars Programme pupils across England, Wales, Scotland and Northern Ireland.

Contribution	Number of pupils shared with
Spring Graduation Congratulations message	4519
Short video about the university	4519

We look forward to collaborating with the University of Warwick further to plan both digital and in person trips in future terms.

2. Pupil impact

Everything that The Brilliant Club does, we do in pursuit of consistent and reliable outcomes for pupils. To be able to report on the impact that your work has had on pupils on The Scholars Programme, we look at pupil targeting data and measure programme outputs and university readiness outcomes.

Pupil Impact Framework		
	1. Pupil targeting	Pupil Premium Parental history of HE Postcode deprivation
	2. Programme outputs	Attendance Assignment submission Pupil reflection
	3. University readiness outcomes	Academic achievement University preparation Deeper learning skills

2.1 Pupil targeting



In pursuit of our mission to support pupils from underrepresented backgrounds to progress to highly-selective universities we target pupils who are eligible for Pupil Premium, who have no parental history of higher education and who live in deprived areas according to the Income Deprivation Affecting Children Index (IDACI).

Pupils visiting the University of Warwick at Autumn and Spring Launch Trips and Autumn Graduations



Pupil Premium

47%
(131/277)



No parental history of higher education

82%
(182/223)



Living in 40% most deprived areas according to IDACI

63%
(174/277)



Target Pupils meeting 1 or more of 3 criteria

1+: 92%
2+: 62%
all 3: 21%

Pupils working with a University of Warwick PhD tutor in Autumn or Spring 2019/20



Pupil Premium

75%
(9/12)



No parental history of higher education

88%
(7/8)



Living in 40% most deprived areas according to IDACI

83%
(10/12)



Target Pupils meeting 1 or more of 3 criteria

1+: 92%
2+: 83%
all 3: 42%

Additional pupil targeting data

For transparency we report percentages and sample sizes. Due to missing data, sample sizes may differ between variables.

Additional pupil targeting data	Pupils attending trips		Pupils working with PhD tutors	
	% of pupils sampled	Sample size	% of pupils sampled	Sample size
POLAR4 quintile 1	29%	275	17%	12
POLAR4 quintile 1 + 2	54%	275	50%	12
IMD quintile 1	44%	276	58%	12
IMD quintile 1+2	63%	276	75%	12
Female	61%	277	75%	12
Male	39%	277	25%	12

Pupil ethnicity

Only pupils for whom we have received explicit permission to share sensitive personal data are reported in this table. Numbers displayed here may therefore not be fully representative of the demographics of the pupils visiting your university or working with a researcher from your university.

Ethnicity: main categories	Pupils attending trips		Pupils working with PhD tutors	
	Count	%	Count	%
White	70	50%	3	43%
Mixed/Dual Background	9	6%	1	14%
Asian or Asian British	46	33%	3	43%
Black or Black British	13	9%	0	0%
Chinese	1	1%	0	0%
Any Other Ethnic Group	2	1%	0	0%
Sum	141		7	

2.2 Programme outputs

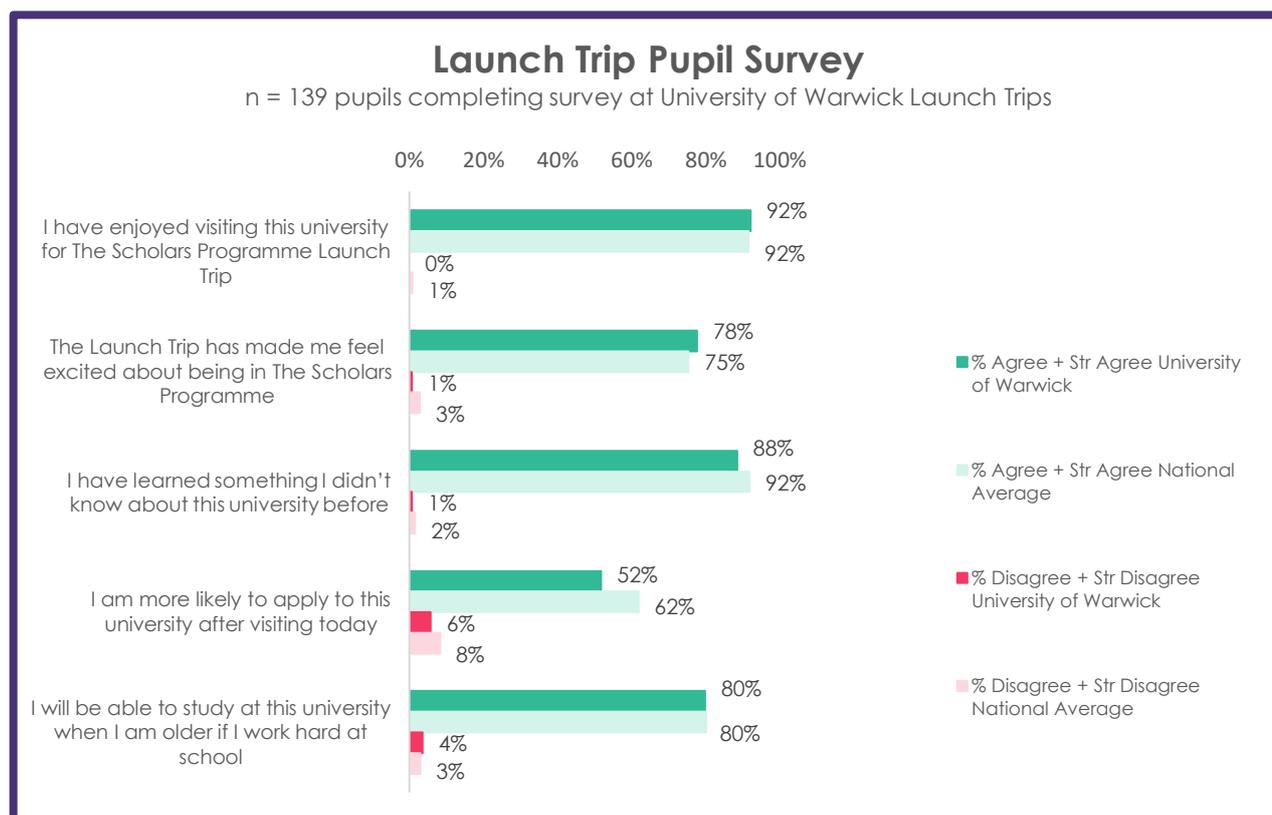


Due to school and university closures during the Covid-19 pandemic, many of the tutorials and trips planned for 2019/20 could not take place. This section summarises pupil attendance and survey responses at trips. The data covers Autumn and Spring Launch trips and Autumn Graduation trips.

Pupil attendance and assignment submissions	
# pupils attending University of Warwick trips	355
# pupil hours spent at University of Warwick trips (estimated at 5 hours/pupil)	1775
# pupils with a University of Warwick PhD Tutor	12
% tutorial attendance of pupils with a University of Warwick PhD Tutor	70
% final assignment submission of pupils with a University of Warwick PhD Tutor (includes Autumn and Spring placements; note that assignment submission in Spring has been lower than usual due to Covid-19)	25%

Pupil trip surveys

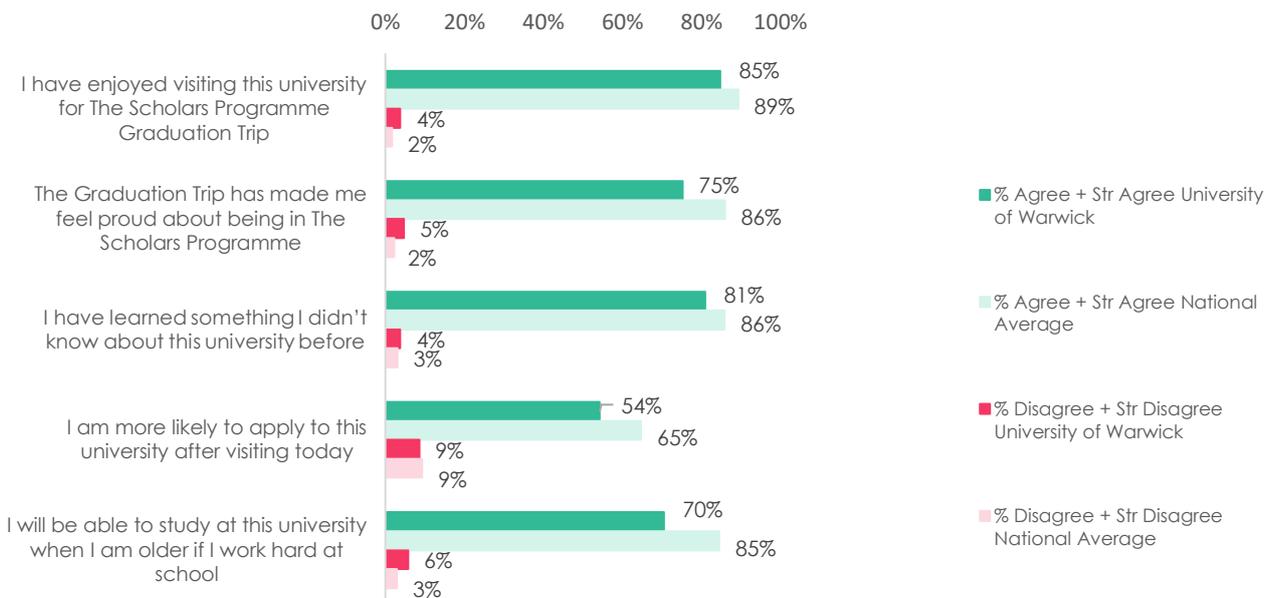
At both Launch and Graduation trips we ask pupils for feedback on the experience of visiting the University of Warwick. The following charts are based on the launch trips that took place in the Autumn and Spring terms and graduation trips from the Autumn term.



Note – Responses were collected on a 5-point scale; this chart contrasts agree vs disagree responses and does not show the middle category.

Graduation Trip Pupil Survey

n = 105 pupils completing survey at University of Warwick Graduation Trip



It was a great chance to view a possible university and an amazing introduction to what we will be doing in the programme.

Year 9, King Charles I School

Very interesting! Surprised by the size of the campus and the varying facilities.

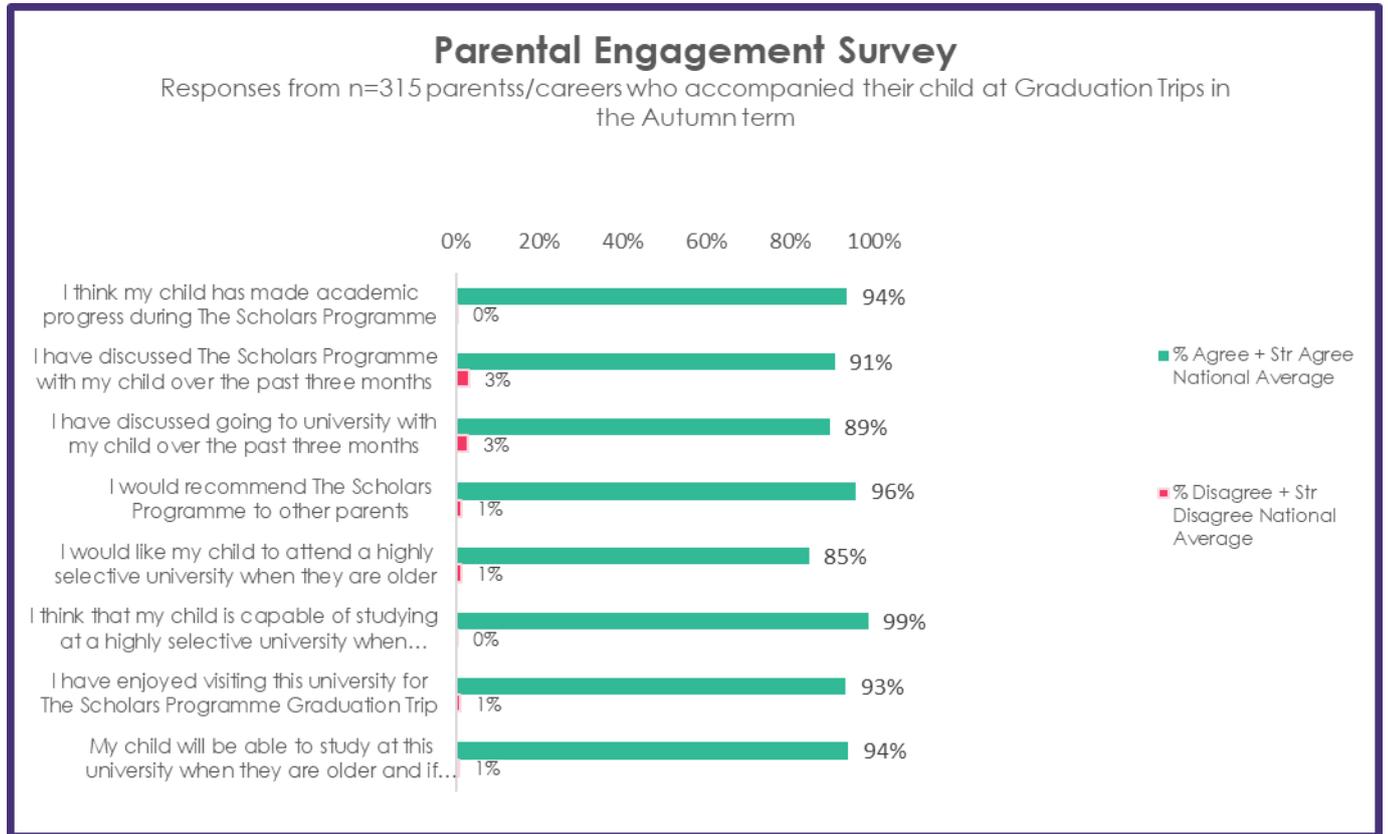
Year 10, Landou Forte College

This trip has allowed me to get a better understanding of university and it has made me more enthusiastic about the programme and the future.

Year 10, The Winsford Academy

Parental engagement

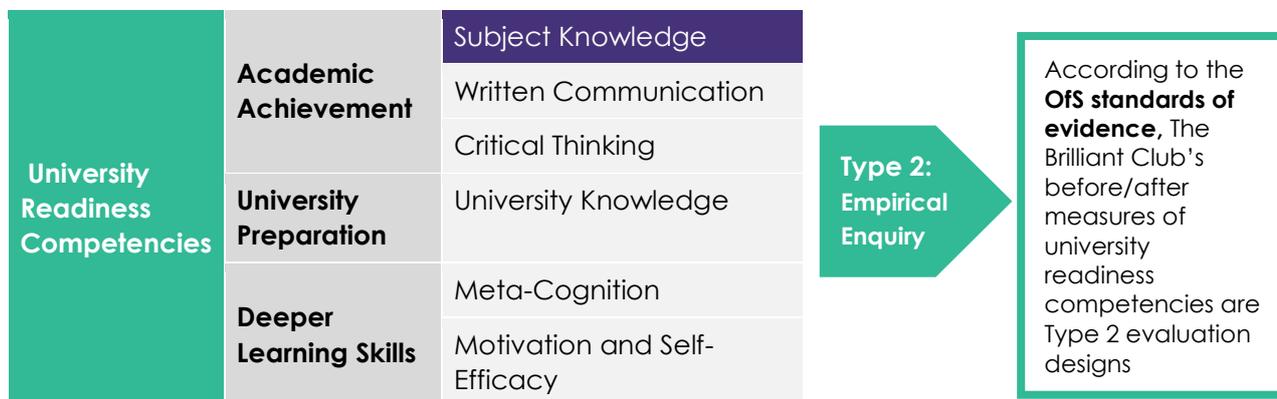
We try to invite parents to graduation events whenever possible. This table presents the national averages of 315 parents attending graduation trips in 2019/20. You can read more about our approach to parental engagement in our Impact Case Study '[Family Matters: Engaging Parents in University Access](#)' which is published on our website.



2.3 University readiness outcomes



Based on academic evidence, The Brilliant Club designed an outcomes framework that details how we will support pupils to progress to highly-selective universities. This framework is built upon six cognitive and non-cognitive skills that academic research shows are linked to attainment and university progression.



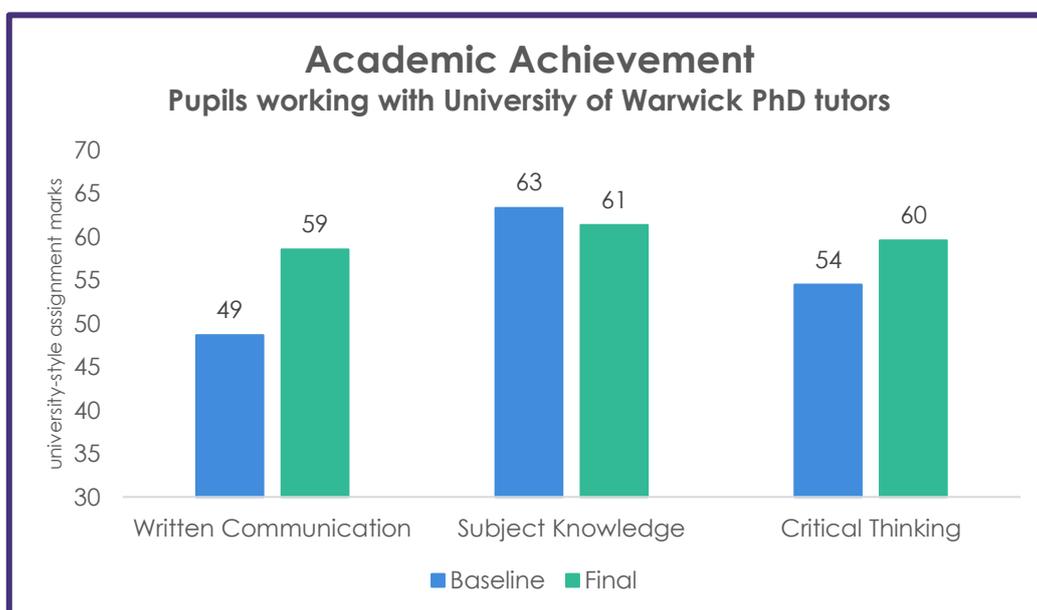
2.3.1 Academic achievement

Academic achievement is about the skills and knowledge that pupils are explicitly learning in the context of The Scholars Programme. These include **written communication, subject knowledge** and **critical thinking**.

Competencies 1: Written Communication, Subject Knowledge and Critical Thinking

Pupils submitted a baseline assignment at the beginning and a final assignment at the end of the programme, both pitched a key stage above their current year group. Each PhD tutor delivers a course connected to their area of research and marks their pupils' assignments based on a standardised mark scheme using university degree classifications.

The following averages are based on the 3 pupils that have submitted both their baseline and final assignments in the Autumn and Spring terms. Note that final assignment submissions in the Spring term have been lower than usual due to Covid-19.



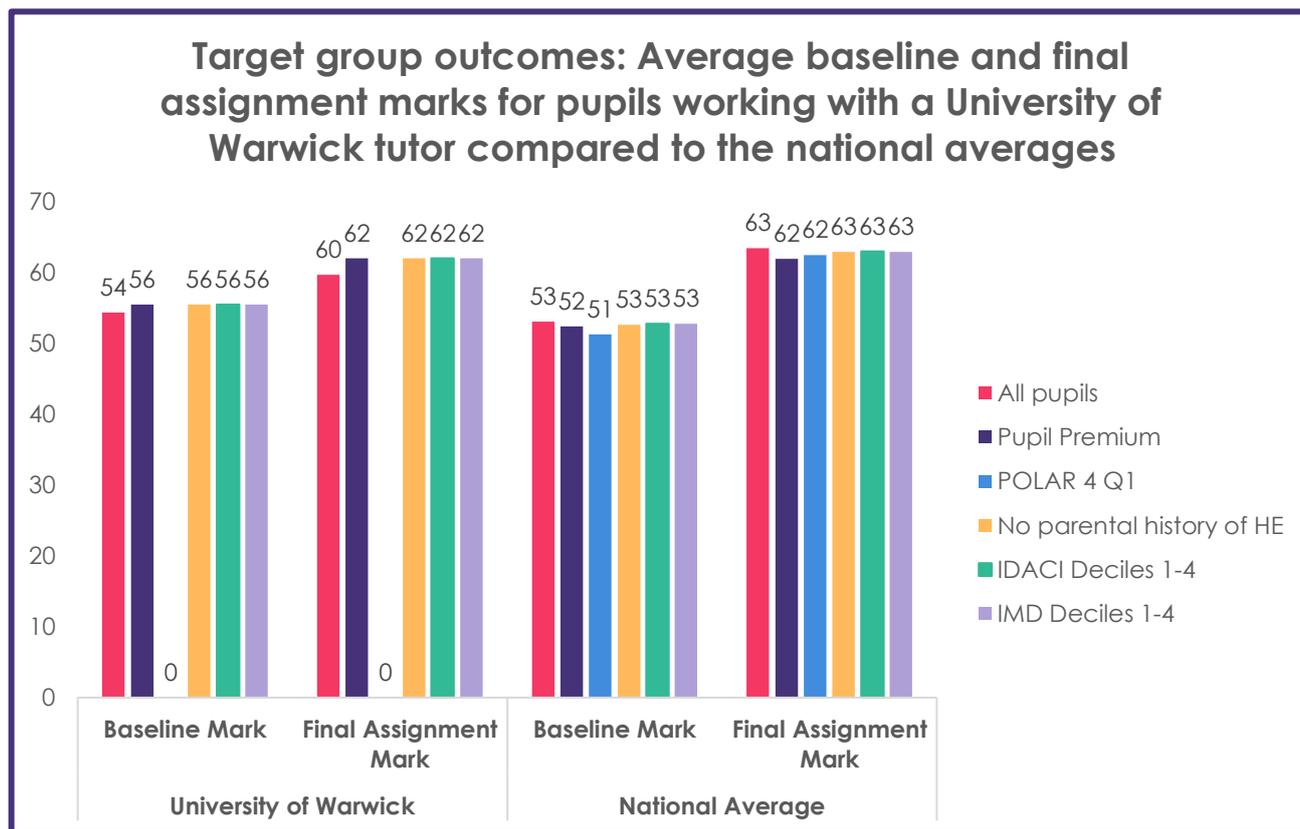
Read the research report [on our website](#) on how we developed, tested and implemented the standardised mark scheme. The national average change that we have seen amongst the pupils we worked with nationally in Autumn and Spring 2019/20 is about 10-11 points across all three competencies.

Final Assignment: Pupils achieving a 1 st or 2.1	
% of pupils working with a University of Warwick PhD Tutor	33%
% of pupils visiting the University of Warwick at trips	64%

Note: Final assignments are marked at one key stage above pupils' expected level of attainment and percentages are based on all pupils who have submitted a final assignment.

Target pupil outcomes

We aim to achieve consistent and reliable outcomes for all pupils on The Scholars Programme.



Looking at all pupils who completed The Scholars Programme in Autumn and Spring 2019-20 we observe only small to no differences in average baseline and final assignment marks for different groups of pupils. For example, compared to the overall average baseline of 53 and final assignment mark of 63, pupils that are eligible for Pupil Premium on average achieved 52 marks for their baseline and 62 in their final assignments. The below table shows national averages and those for pupils who worked with tutors from the University of Warwick for key target groups.

A data science approach to support more pupils successfully completing the programme

In March 2020 we partnered with **DataKind UK** for an in-depth analysis of Scholars Programme pupil outcomes data. At a hackathon weekend, **20 volunteer data scientists** teamed up with our Research and Impact Department to better understand **why some pupils successfully submit their final assignments while others don't**.

The analysis showed that some tutor characteristics and actions were positively correlated with pupils' final assignment submission, including **tutors' attendance at Launch Trips**. We were also able to observe differences by age groups: pupils in Key Stage 5 have a somewhat lower submission rate and **individual pupil characteristics** such as eligibility for Pupil Premium partially explain completion of final assignments. In contrast, pupils in Key Stage 2 generally submit at higher rates and **school-level factors** such as geography play an important role.

Based on this analysis we will put in place measures to better monitor and support pupils from groups with a lower likelihood of successfully completing the programme.

3. Researcher development

The Brilliant Club's tutor outcomes framework outlines four competencies that researchers develop on The Scholars Programme. The overview table shows how these outcomes link to the VITAE framework, and the following pages report evidence of progress.

The Scholars Programme – Tutor Outcomes Framework		Link to VITAE	
1. Teaching and pedagogy		Knows how to design assessments , give formative feedback and mark work to improve student outcomes.	D3.1 Teaching
		Designs courses and plans lessons with a focus on student learning.	C2.2 Project planning and delivery, D3.1 Teaching
		Understands the learning background of undergraduate students and supports them to bridge the gap between school and undergraduate learning .	D3.1 Teaching
		Is a reflective practitioner who incorporates different pedagogical ideas from research, theory and practice. Has experience in applying science of learning principles in teaching.	D3.1 Teaching
2. Communication and public engagement		Can explain the 'what' and the 'why' of own research to non-specialist audiences and knows how to check that audiences understand.	D2.1 Communication methods, D3.2 Public engagement
		Is committed to support public engagement at university.	D3.2 Public engagement
		Uses academic expertise to develop university readiness skills of potential university students.	D1.4 Supervision, D1.5 Mentoring, D3.2 Public engagement
3. Professional and career development		Is enthusiastic about own work and motivated to engage in opportunities for researcher development .	B1.1 Enthusiasm, B3.2 Continuing professional development, B3.3 Responsiveness to opportunities
		Manages own time effectively to complete research while preparing and delivering excellent teaching.	B1.6 Responsibility, B2.1 Preparation and prioritization, B2.3 Time management
		Is self-confident in presenting own skills and experiences to pursue career opportunities and builds networks with other researchers for mutual support.	B1.4 Self-confidence, B3.1 Career management, B3.4 Networking
4. Fair access		Understands the fair access challenge in the UK and is committed to improving fair access to university .	D1.8 Equality and diversity
		Understands the fair access challenge from a school perspective and the different contexts in which schools operate.	D1.7 Collaboration, D3.5 Society and culture
		Creates learning environments that support student success for students from all backgrounds.	D1.8 Equality and diversity

3.1 Teaching and pedagogy

Training weekends equip tutors to design excellent courses based on their research and to deliver placements in schools with a focus of improving pupil outcomes. We believe that this experience equips researchers with pedagogical tools useful both in school and university teaching.



Knows how to **design assessments**, give **formative feedback** and **mark** work to improve student outcomes.

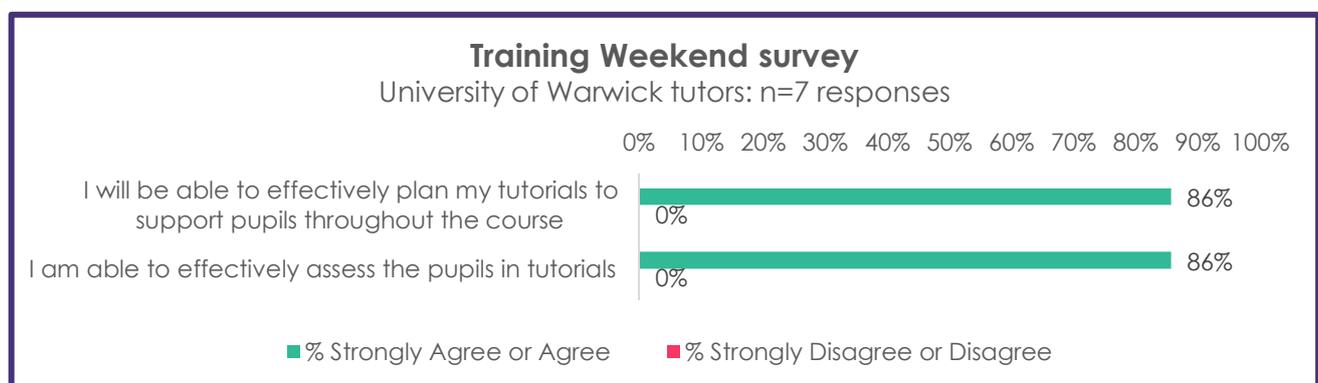
Designs courses and **plans lessons** with a focus on student learning.

Understands the learning background of undergraduate students and supports them to **bridge the gap between school and undergraduate learning**.

Is a **reflective practitioner** who incorporates different pedagogical ideas from research, theory and practice. Has experience in **applying science of learning principles** in teaching.

Training provision

At Training Weekend, tutors attend sessions on how to plan tutorials for pupil learning and engagement sessions on how to sequence a series of tutorials to support pupils in achieving a specified outcome.



Note – Responses were collected on a 5-point scale; this chart contrasts agree vs disagree and does not show middle category responses.

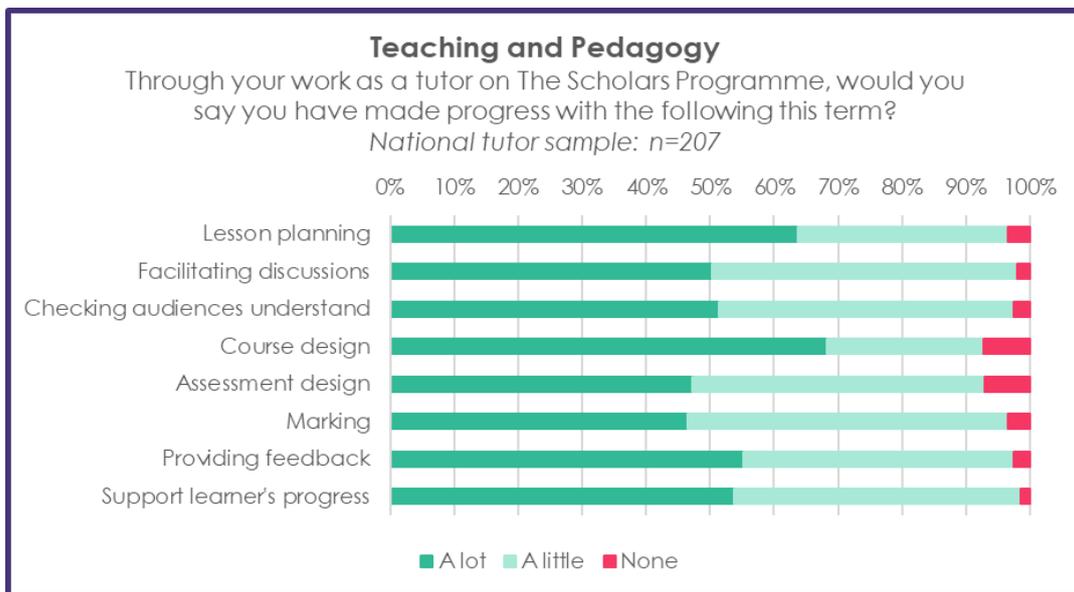
Placement activities

Tutors receive feedback and support from their Programme Officer during the **course design process**, in which tutors create a course handbook based on their research that is pitched for the key stage of pupils they will work with. To prepare for tutorial delivery, tutors receive training on **key pedagogical approaches**, an introduction to **assessment design** and marking, and training on **how to provide effective feedback**. Tutors deliver seven tutorials that culminate in pupils producing a challenging final assignment which tutors mark using a university-style mark scheme. **Peer moderation** from other tutors supports consistency of tutor marking.

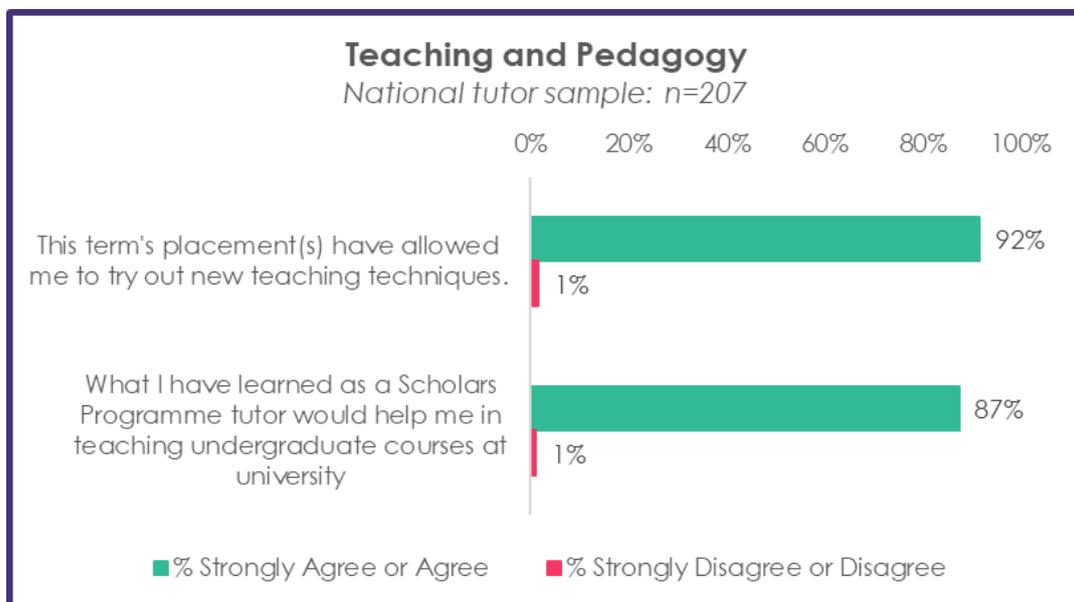
University of Warwick: 2019/20 placement and tutor numbers relating to teaching and pedagogy

# placements delivered	1
# tutors that worked with pupils across more than one key stage	0
% pupils submitting their final assignment	25%

At the end of each term, we asked tutors to reflect on the areas that they have made progress through their work on The Scholars Programme.



Note – Responses were collected on a 5-point scale; this chart contrasts agree vs disagree and does not show middle category responses.



3.2 Communication and public engagement

Equipping researchers to communicate effectively with non-specialist audiences is an important aspect of The Scholars Programme. We believe that if you can explain your research to a 14-year old, you can explain it to anyone.



Can explain the **'what'** and the **'why'** of **own research** to **non-specialist audiences** and knows how to check that audiences understand.

Is **committed to support public engagement** at university.

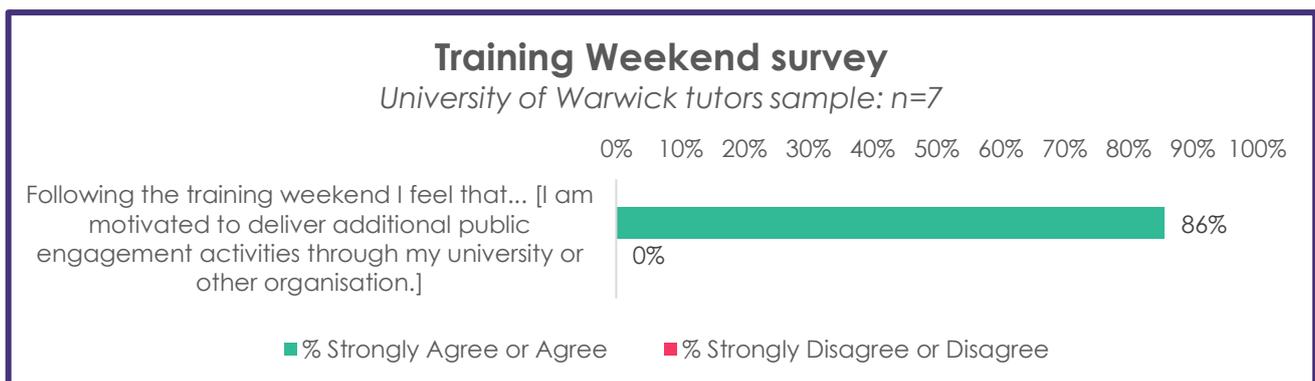
Uses academic expertise to **develop university readiness skills** of potential university students.

Training provision

At Training Weekend, tutors practise approaches to communicating research to non-specialist audiences. In preparation for placements, tutors summarise their research in the course rational of their handbook, with a focus on being accessible for pupils and creating excitement for tutorials.

Placement activities

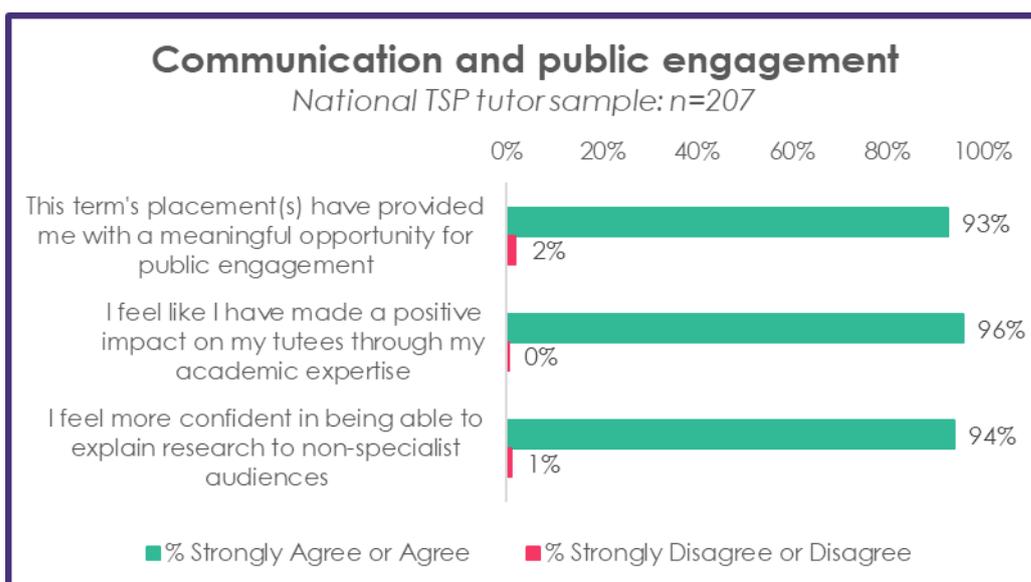
Tutors create courses based on their research with the aim to develop pupils' academic knowledge and skills. Course outcomes, baseline and final assignments are designed to support the university readiness framework of The Brilliant Club. In placements, tutors need to adapt their pitch to the specific group of pupils. At 'returner sessions' at Training Weekend, tutors reflect with peers on how they can apply their experiences and skills for further public engagement.



Note – Responses were collected on a 5-point scale; this chart contrasts agree vs disagree and does not show middle category responses.

University of Warwick: 2019/20 numbers relating to communication and public engagement	
# placements delivered	1
# of returning tutors (delivering placements in multiple terms)	0
# tutors that worked with pupils across more than one key stage	0

We also ask tutors about how they perceive their impact and their confidence in communicating their research.



Note – Responses were collected on a 5-point scale; this chart contrasts agree vs disagree and does not show middle category responses.

3.3 Professional and career development

The Scholars Programme supports researchers in developing a broad employability skillset that can be used in academic and non-academic roles. This includes going into teaching via Researchers in Schools, working as lecturer and researcher, working in widening participation at university, or in industry roles.



Is **enthusiastic** about own work and motivated to engage in opportunities for **researcher development**.

Manages own time effectively to complete research while preparing and delivering excellent teaching.

Is **self-confident** in presenting own skills and experiences to pursue **career opportunities** and builds **networks** with other researchers for mutual support.

Training provision

Several Training Weekend electives are designed to support tutors with their professional and career development, including 'Designing A Taster Lecture', 'Applying for Non-Academic Roles', 'Preparing for Interviews' and 'HEA Applications'.

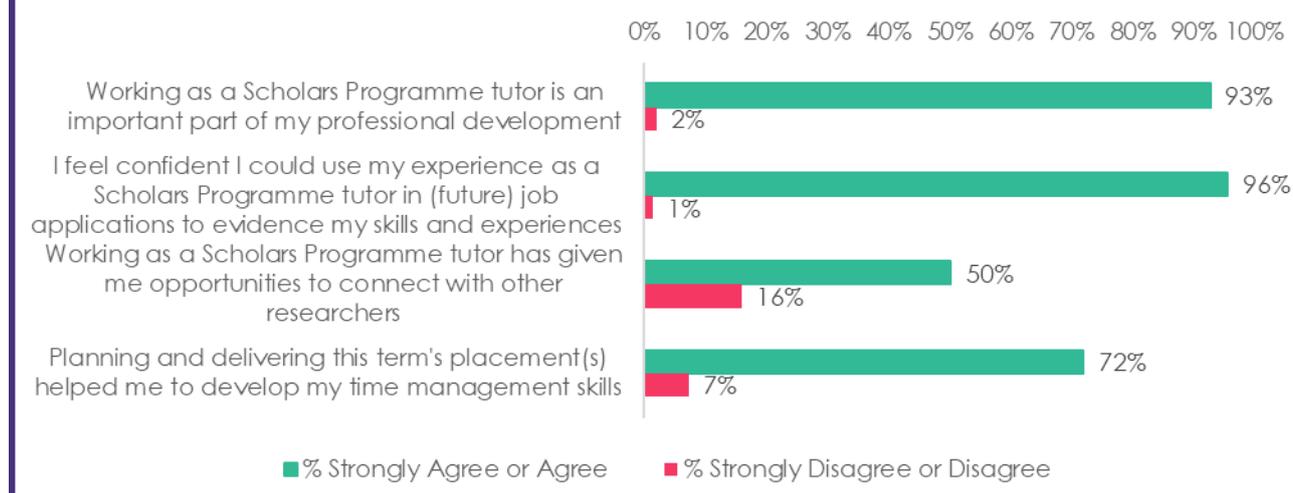
Placement activities

Delivering tutorials in schools, tutors can immediately see the impact they are having via their research on pupil development. Tutors can also perceive their success in completing placements and displaying skills for effectively communicating research, an experience that can boost enthusiasm for their work and professional development.

Throughout placements, tutors need to practice good time management to work on their research while delivering weekly tutorials, marking baseline and final assignments and updating lead teachers weekly on pupil progress.

Professional and Career Development

National TSP tutor sample: n=207



Note – Responses were collected on a 5-point scale; this chart contrasts agree vs disagree and does not show middle category responses.

At the end of placements, tutors can volunteer for further opportunities to share their research and develop their presentation skills. This includes designing and delivering guest lectures at Graduation Trips as well as electives or keynote speeches at Training Weekends. Tutors have multiple opportunities for peer exchange and building relationships with other tutors, including at Training Weekend sessions for peer feedback, socials and during Launch Trips.

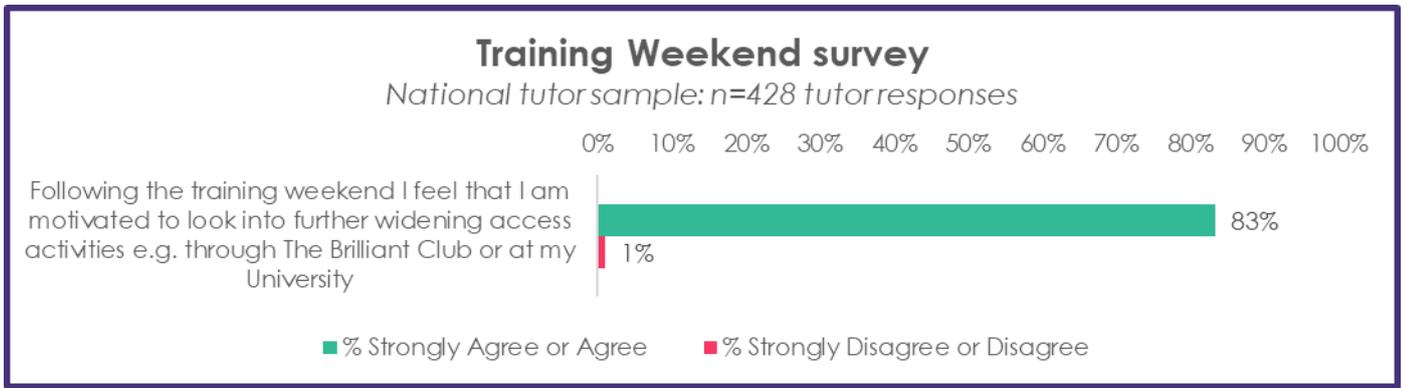
3.4 Fair access

Understanding the challenge of fair access to higher education is crucial for The Brilliant Club as it is for our university partners. By delivering The Scholars Programme and receiving expert training and support throughout placements, we believe that PhD tutors develop a better understanding of the fair access challenge and how they can work with schools to improve outcomes for pupils from underrepresented backgrounds.

	Understands the fair access challenge in the UK and is committed to improving fair access to university .
	Understands the fair access challenge from a school perspective and the different contexts in which schools operate.
	Creates learning environments that support student success for students from all backgrounds.

Training provision

At **Training Weekend**, tutors attend keynote speeches that place their work as tutors in the context of the fair access mission of The Brilliant Club. Tutors can participate in electives about the **British school system** and about inequality in **access to higher education**. At Launch Trips, tutors **meet the lead teacher** to learn more about their placement school.



Note – Responses were collected on a 5-point scale; this chart contrasts agree vs disagree and does not show middle category responses.

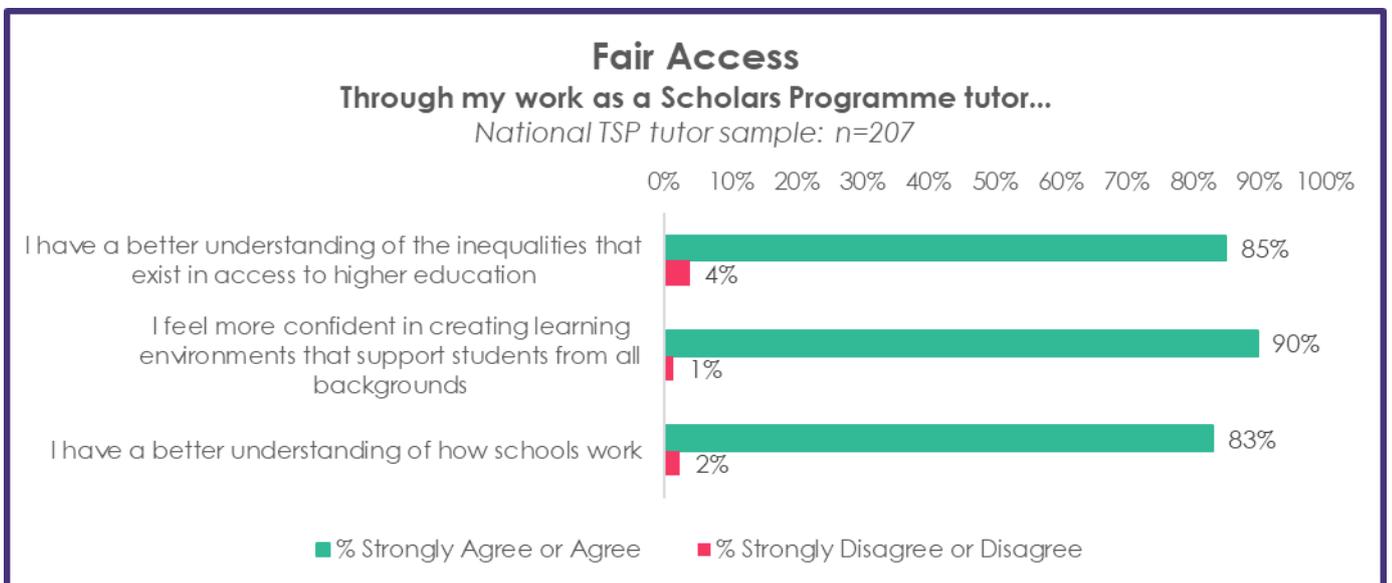
Placement activities

At least 55% of the pupils that tutors work with in each placement meet one or more of The Brilliant Club's targeting criteria for underrepresentation at university.

92% of pupils that the University of Warwick tutors worked with in 2019/20 met one or more of The Brilliant Club's targeting criteria for underrepresentation at university.

At Launch Trips, tutors meet the lead teacher to learn more about their placement school.

University of Warwick: 2019/20 placement and tutor numbers relating to fair access	
# pupils that tutors worked with from low participation areas (POLAR4 Q1)	2
# pupils that tutors worked with in schools located in social mobility cold spots (as defined by the Social Mobility Index)	12
# pupils that tutors worked with in rural schools (as defined by the rural/urban classification by the ONS)	0



4. University of Warwick case study

To illustrate the impact that tutors from University of Warwick had on pupils and how they developed professionally through the programme, we profile the work of one tutor from the University of Warwick on the next two pages.

Andrea Brondino, University of Warwick

Department	School of Modern Languages
PhD topic	Italian Literature: The Decline and Resilience of Irony in Post-1989 Italian Literature
# placements delivered in 2019/20	1
# pupils taught	12
Placement schools	Derby Moor Academy (KS4)

The Brilliant Club is a place where a PhD student learns a great deal about teaching methods and skills that can be then put into practice in academic teaching.

Andrea Brondino, University of Warwick, Scholars Programme PhD tutor



Rewriting History: Case Studies in 20th Century Literature

The literary representation of historical facts does not certainly start in the contemporary era. However, radical shifts and traumas such as the Second World War, the experience of dictatorships or terrorism in the European continent, deeply called into question the role of fiction in an unprecedented way. Should authors reiterate official truths about historical facts, or can they display their own version of them? To what extent is it legitimate to fictionalise historical events? It is in response to these and similar questions that unconventional creative approaches to the representation of history emerged, especially in the second half of the twentieth century. The motives, styles and tone of these `rewritings of history` can be widely different: what these works of fiction have in common is nevertheless a persistent truth in the critical and healing power of literature. The course focuses on the representation of history in a select group of literary fiction of the 20th century.

The aim of the course is to analyse a central theme in contemporary literature, as well as critically assess both its ethical implications and aesthetic value.

At the end of the course, students will be able to:

1. understand key features of the form and the content of the texts covered understand the interrelation of history and literature in post-war literary fiction
2. demonstrate knowledge of the different cultural and historical contexts from which the texts emerge
3. compare and evaluate literary texts
4. critically evaluate their own reading experience

Final assignment question: Compare and contrast the representation of history in two or more texts by the authors covered in this course.

Pupils working with Andrea Brondino in Autumn/Spring 2019/20

# pupils achieving a 1 st final assignment grade	0
# pupils achieving a 2.1 final assignment grade	1

Final assignment extract: Year 10, Derby Moor

When studying the course, several different texts were studied and they all involved different concepts and views of history. Some had interpreted history exactly how it was and was written from that perspective, whereas some authors had changed certain aspects of history and composed their work in that way.

For instance, Jorge Luis Borges's "Babylon Lottery" was about history but other characteristics were added in to show another possible interpretation of history in other opinions. The Babylon Lottery was about a group of people called "the company" who had forcefully made people enter lotteries. Like all lotteries, this lottery had rules as well, but they weren't familiar with other lotteries. The Babylon Lottery meant that everyone had to participate and if they had the wrong numbers or if they didn't have the correct numbers, they had to either pay a fine or enter jail. However, if they did receive the correct number, then they received a prize. But, the prize would only be given if all of the fines were collected. This isn't true because there wasn't ever a Babylon Lottery which had consisted of all of these unfamiliar rules. Despite the Babylon Lottery not exactly being a true event in history, Babylon was an actual, true place which shows how the author is presenting history. He is changing some views of history by adding in additional fantasy aspects. Despite this, he isn't changing any true events or places in history which shows that this author doesn't want to change history but is only adding his own perceptions and thoughts to make the novel appear much more engaging for the reader.

5. Appendix

5.1 Tutor table

This table lists tutors that have delivered tutorials in Autumn or Spring 2019/20.

PhD Tutor	Research area	Department	Course title(s) in 2019/20	# placements in Autumn/Spring 2019/20	# placements ever delivered	Key stages ever worked with
Andrea Brondino	Italian Literature: The Decline and Resilience of Irony in Post-1989 Italian Literature	School of Modern Languages	Rewriting History: Case Studies in 20th Century Literature	1	1	Key Stage 4

5.2 School table

This table lists information of schools that visited the University of Warwick at Scholars Programme Launch Trips in the Autumn and Spring terms and at Graduation Trips in the Autumn term

School	Trip	Local Education Authority	# pupils visiting	# Brilliant Club target pupils	# pupils eligible for Pupil Premium	# pupils from POLAR4 Q1/Q2
The Cedars Academy	Autumn Graduation Trip	Leicestershire	9	12	7	2
Sir Christopher Hatton Academy	Autumn Graduation Trip	Northamptonshire	10	8	3	6
Countesthorpe Leysland Community College	Autumn Graduation Trip	Leicestershire	7	12	12	7
Kingsmead High School	Autumn Graduation Trip	Staffordshire	11	11	6	12
John Port Spencer Academy	Autumn Graduation Trip	Derbyshire	6	10	10	0
Rushey Mead Academy	Autumn Graduation Trip	Leicester	11	12	3	3
St Edmund's Catholic Academy	Autumn Graduation Trip	Wolverhampton	9	10	3	2
Bordesley Green Girls School	Autumn Graduation Trip	Birmingham	10	12	9	0
Long Field Academy	Autumn Graduation Trip	Leicestershire	11	9	1	5
Stuart Bathurst Catholic High School	Autumn Graduation Trip	Sandwell	12	12	6	11
Yardleys School	Autumn Graduation Trip	Birmingham	12	12	4	2

Cheslyn Hay Academy	Spring Launch Trip	Staffordshire	12	12	10	5
Derby Moor Academy	Spring Launch Trip	Derby	11	11	9	6
George Salter Academy	Spring Launch Trip	Sandwell	11	12	10	6
John Port Spencer Academy	Spring Launch Trip	Derbyshire	8	7	4	1
King Charles I School	Spring Launch Trip	Worcestershire	11	5	1	3
Landau Forte College	Spring Launch Trip	Derby	12	12	4	12
Ormiston Sandwell Community Academy	Spring Launch Trip	Sandwell	12	12	6	6
Ormiston Sheffield Community Academy	Spring Launch Trip	Sandwell	12	12	6	9
Sandwell Academy	Spring Launch Trip	Sandwell	12	12	5	10
Shrewsbury Colleges Group	Spring Launch Trip	Shropshire	0	8	1	6
The Excel Academy	Spring Launch Trip	Stoke-on-Trent	12	12	12	8
Winsford Academy	Spring Launch Trip	Cheshire	7	12	3	12
Wood Green Academy	Spring Launch Trip	Sandwell	12	11	3	11

5.3 Researchers in Schools



Researchers in Schools is the only tailored route into teaching exclusively for PhD graduates in the world.

Run by The Brilliant Club, the RIS Programme is designed to ensure that participants are well equipped to deploy the knowledge, skills and networks they have gained from their PhD to benefit pupils, schools and universities in three important ways:



Championing university access



Increasing subject expertise



Promoting education research

Alongside their teacher training, our participants receive one day per week to work on completing our Research Leader in Education Award. This award is a fully-funded, three-year programme of professional development designed to optimise the skills gained from their PhD and maximise the impact they have on the pupils that they teach. Throughout the programme, participants have the support of a dedicated Programme Officer who provides regular one-to-one mentoring and coaching.

Providing a rewarding career that makes the most of their PhD

The RIS programme is open to recent graduates and career changers in your alumni network. It presents a unique chance to make the transition to a new, exciting career that allows participants to remain engaged with their PhD. From the start, they become and remain part of a wider research community making a difference in classrooms across England.

Sharing this opportunity with your research community

To request more information for your researchers, or to discuss this with one of the team, please contact us at apply@researchersinschools.org



RIS Partner Schools in 2018-19



of University of Warwick graduates becoming RIS participants since 2014

“The initial attraction was that [RIS] is a bespoke programme for PhD graduates – it felt like the programme was designed for me, compared to a PGCE or other route into teaching. To be part of the education research community was important to me as well. I want to influence the way maths is taught in schools and influence colleagues with evidence-informed teaching strategies. When I broke it down, RIS was the only route for me.”



Alex McGaw

Former Scholars Programme tutor and current RIS participant

